

Curriculum Content Framework

MANAGING RESOURCES

Grade Level: 9, 10, 11, 12
CIP Code: 20.0109

Semester Course

Prerequisites: TP Foundation Core
Course Code: 19.118

Course Description: Managing Resources is a non-laboratory semester course designed to assist students in developing an understanding of resources available to individuals and families and ways to manage these resources so that needs and goals are met. Emphasis is given to the development of competencies related to resource management techniques, management of individual resources, resource management for a healthy lifestyle, family life management, resource management for meeting change, resource management in the workplace, financial resource management, credit and investment resource management, consumer resource management, time management, material and human services resource management, natural resource management, and technology as a resource. Upon completion of this course, students should have the ability to focus on available resources to help them manage challenges of life now and in the future.

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SECTION A: PERSONAL RESOURCE MANAGEMENT TECHNIQUES

Unit 1: Resource Management Techniques

5 Class Periods

Terminology: Demands, goals, human resources, long-range goals, management, needs, material resources, peers, priorities, process, resources, short-range goals, standards, trade-offs, wants

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 (match) Terms related to resource management techniques		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
1.2 (state) Types of resources	1.2.1 Explore types of resources.	Foundation Thinking	Reading Writing Knowing How to Learn	Comprehends written information for main ideas [1.3.7] Organizes information into an appropriate format [1.6.10] Uses available resources to acquire new skills or improve skills [4.3.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.4 (name) Factors which influence decisions	1.4.1 Discuss factors which influence decisions.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes impact of work on individual and family life [3.1.1]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.6 (discuss) Impact of decisions on future life		Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Communicates a thought, idea, or fact in a spoken form [1.5.5]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes impact of work on individual and family life [3.1.1]; identifies continuing changes in male/female roles at home and work [3.1.7]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

SECTION A: PERSONAL RESOURCE MANAGEMENT TECHNIQUES

Unit 2: Management of Individual Resources

5 Class Periods

Terminology: Attitudes, communication, emotions, environment, heredity, nonverbal communication, personality, relationships, self-worth, skills, talents, verbal communication

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 (match) Terms related to management of individual resources		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.2 (state) Factors which affect individual uniqueness		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Records data [1.6.16]
		Interpersonal	Cultural Diversity	Recognizes differences among team members [2.2.3]
2.3 (name) Personal resources	2.3.1 Recognize personal resources.	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Writes appropriate entries [1.6.22]; organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability [3.1.2]
			Self-Esteem	Identifies personality assets [3.5.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.5 (describe) Talents and skills as a resource	2.5.1 Investigate personal talents and skills.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Writing	Writes logical and understandable sentences [1.6.23]; organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability [3.1.2]
			Self-Esteem	Presents positive image of personal attitudes and abilities [3.5.7]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

	<p>2.5.2 Plan ways talents and skills can be bartered to create a teamwork effect with fellow workers in the workplace.</p>	<p>Foundation</p> <p>Interpersonal</p> <p>Personal Management</p> <p>Thinking</p>	<p>Reading</p> <p>Writing</p> <p>Cultural Diversity</p> <p>Teamwork</p> <p>Career Awareness, Development, and Mobility</p> <p>Creative Thinking</p>	<p>Analyzes and applies what has been read to specific task [1.3.2]</p> <p>Presents own opinion in written form in a clear, concise manner [1.6.14]</p> <p>Comprehends ideas and concepts related to working effectively with men and women from diverse backgrounds [2.2.1]</p> <p>Comprehends ideas and concepts related to working effectively with others to reach a common goal [2.6.1]</p> <p>Establishes and implements a plan of action [3.1.5]</p> <p>Combines ideas or information in a new way [4.1.2]</p>
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.6 (discuss) Communication skills as a resource		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]

<p>2.7 (give) Ways to develop positive relationships</p>	<p>2.7.1 Discuss ways to establish and maintain positive relationships.</p>	<p>Foundation</p> <p>Interpersonal</p> <p>Personal Management</p>	<p>Listening</p> <p>Reading</p> <p>Speaking</p> <p>Writing</p> <p>Cultural Diversity</p> <p>Integrity/ Honesty/ Work Ethic</p>	<p>Listens for long-term contexts [1.2.7]; listens to follow directions [1.2.6]</p> <p>Draws conclusions from what is read [1.3.12]</p> <p>Communicates a thought, idea, or fact in spoken form [1.5.5]</p> <p>Presents answers/conclusions in a clear and understandable form [1.6.13]</p> <p>Respects others' personal values, cultures, and traditions [2.2.4]</p> <p>Describes desirable worker characteristics [3.2.3]; describes/explains significance of integrity, honesty, and work ethics [3.2.4]</p>
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.8 (discuss) Development of leadership/group skills		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Interpersonal	Coaching	Encourages others to develop personal and professional skills [2.1.2]
			Teamwork	Recognizes effects of positive/negative attitudes on co-workers [2.6.4]

SECTION A: PERSONAL RESOURCE MANAGEMENT TECHNIQUES

Unit 3: Resource Management for a Healthy Lifestyle

5 Class Periods

Terminology: Alcoholism, dependency, diet, drug, drug abuse, drug misuse, hygiene, nutrition, peer pressure, stress, tolerance, wellness

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 (match) Terms related to resource management for a healthy lifestyle		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.2 (state) Resources available to help manage a healthy lifestyle		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Writes appropriate entries [1.6.22]
3.3 (list) Habits that promote good health	3.3.1 Evaluate personal health practices.	Foundation	Listening	Comprehends ideas and concepts related to good health habits [1.2.1]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Writes appropriate entries [1.6.22]; organizes information into an appropriate format [1.6.10]
		Thinking	Creative Thinking	Identifies new goals and objectives [4.1.8]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.5 (describe) Preventive health and safety measures		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]; follows safety guidelines [1.4.16]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.7 (explain) Substance abuse and its effect on health	3.7.1 Assess knowledge of substance abuse.	Foundation	Reading	Comprehends written information for main ideas [1.3.7]; applies/understands technical words that pertain to subject [1.3.6]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]; records data related to substance abuse [1.4.22]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

SECTION A: PERSONAL RESOURCE MANAGEMENT TECHNIQUES

Unit 4: Family Life Management

5 Class Periods

Terminology: Adoptive family, blended family, crisis, empty nest stage, extended family, family life cycle, family, foster family, modified extended family, nuclear family, single-parent family, special needs family, step family

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 (match) Terms related to family life management		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
4.2 (state) Resources family members provide each other	4.2.1 Discuss resources family members provide each other.	Foundation Interpersonal	Listening Reading Science Writing Teamwork	Listens for content [1.2.3]; listens to follow directions [1.2.6] Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Records data [1.6.16]; presents answers/ conclusions in a clear and understandable form [1.6.13] Contributes to group with ideas, suggestions, and effort [2.6.2]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.3 (give) Resources needed in managing family life		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Summarizes written information [1.6.17]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes impact of work on individual and family life [3.1.1]; identifies continuing changes in male/female roles at home and work [3.1.7]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
4.4 (describe) Family structure	4.4.1 Distinguish between types of family structures.	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]; applies/understands technical words that pertain to subject [1.3.6]
			Writing	Organizes information into an appropriate format [1.6.10]; applies/uses technical words and concepts [1.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.6 (name) Resources outside the family which assist with family crises	4.6.1 Investigate resources outside the family which assist with family crises.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]; listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Writes appropriate entries [1.6.22]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]

SECTION A: PERSONAL RESOURCE MANAGEMENT TECHNIQUES

Unit 5: Resource Management for Meeting Change

5 Class Periods

Terminology: Abuse, conflict, disability, retirement, unemployment

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 (match) Terms related to resource management for meeting change		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
5.2 (name) Resources available to help individuals meet change		Foundation	Reading	Determines what information is needed [1.3.10]
			Writing	Records data [1.6.16]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.4 (discuss) Effects of violence, divorce, abuse, retirement, disability, death, substance abuse, premarital pregnancy, job stress, and unemployment on individual and family life	5.4.1 Apply the decision-making process to a specific crisis.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes impact of work on individual and family life [3.1.1]; identifies continuing changes in male/female roles at home and work [3.1.7]
		Thinking	Decision Making	Demonstrates decision-making skills [4.2.4]

SECTION B: WORK AND FINANCIAL RESOURCE MANAGEMENT

Unit 6: Resource Management in the Workplace

5 Class Periods

Terminology: Aptitude, career, entrepreneur, flextime, interests, interview, job sharing, professional, references, résumé

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 (match) Terms related to resource management in the workplace		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
6.2 (name) Reasons for working		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	6.5.2 Assess personal job skills.	Foundation	Reading	Follows written directions [1.3.13]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability [3.1.2]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

<p>6.6 (discuss) Procedures for locating and applying for a job</p>		<p>Foundation</p> <p>Personal Management</p> <p>Thinking</p>	<p>Listening</p> <p>Reading</p> <p>Speaking</p> <p>Writing</p> <p>Career Awareness, Development, and Mobility</p> <p>Organizational Effectiveness</p> <p>Knowing How to Learn</p>	<p>Receives and interprets verbal messages [1.2.8]</p> <p>Uses standard occupational resource materials [1.3.22]</p> <p>Organizes ideas and communicates oral messages to listeners [1.5.7]</p> <p>Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]</p> <p>Develops skills to locate, evaluate, and interpret career information [3.1.4]</p> <p>Comprehends the organization's modes of operation [3.3.5]; identifies characteristics desired by organization [3.3.6]</p> <p>Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]</p>
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.7 (discuss) Work-related forms	6.7.1 Complete a résumé, letter of application, job application form, and follow-up letter.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]; follows written directions [1.3.13]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]; asks questions to clarify information [1.5.3]
			Writing	Composes and creates document — letters, manual, reports, proposals, graphs, flow charts, etc. [1.6.8]; completes form accurately [1.6.7]
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]; presents personal skills as benefits for company objective [3.3.7]
			Self-Esteem	Creates a positive self-image by selling self in a letter of application [3.5.2]; presents positive personal references of education and work experience [3.5.8]; develops self-confidence by creating a résumé which promotes personal strengths/abilities [3.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.8 (describe) Ways to make a positive impression during a job interview	6.8.1 List attributes that will make a positive impression during a job interview.	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability [3.1.2]
			Organizational Effectiveness	Identifies characteristics desired by organization [3.3.6]
			Self-Esteem	Comprehends the importance of a positive self-concept [3.5.1]
6.9 (list) Resources for job success		Foundation	Reading	Determines what information is needed [1.3.10]
			Writing	Takes notes from various sources [1.6.18]; writes appropriate entries [1.6.22]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.10 (discuss) Business etiquette in an advanced technological workplace	6.10.1 Prepare a research report on technological advances in communication within the workplace.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]; listens to follow directions [1.2.6]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
		Writing	Takes notes from various sources [1.6.18]; composes and creates document — letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]	
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]; identifies characteristics desired by organization [3.3.6]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

SECTION B: WORK AND FINANCIAL RESOURCE MANAGEMENT

Unit 7: Financial Resource Management

5 Class Periods

Terminology: Automated teller machines, budget, debit card, financial plan, fixed expenses, flexible expenses, fringe benefits, gross pay, income, interest, Internal Revenue Service (IRS), net pay, reconciliation, tax

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.1 (match) Terms related to financial resource management		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
7.2 (state) Reasons for financial management		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to financial management [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.4 (discuss) Maintenance of checking accounts	7.4.1 Reconcile a bank statement to a checkbook register.	Foundation	Arithmetic/ Mathematics	Enters figures/calculations from one form or chart to another [1.1.21]; applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]
			Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Completes form accurately [1.6.7]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to reconcile a bank statement to a checkbook register [4.3.1]

<p>7.5 (describe) Use of debit cards for consumer purchases</p>		<p>Foundation</p>	<p>Reading</p> <p>Writing</p>	<p>Identifies relevant details, facts, and specifications [1.3.16]</p> <p>Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]</p>
<p>7.6 (explain) Types of taxes</p>		<p>Foundation</p>	<p>Reading</p> <p>Writing</p>	<p>Comprehends written information for main ideas [1.3.7]; applies/understands technical words that pertain to subject [1.3.6]</p> <p>Writes logical and understandable sentences [1.6.23]; applies/uses technical words and concepts [1.6.4]</p>

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.7 (describe) Process for filing taxes	7.7.1 Assess knowledge of taxes.	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to taxation [1.1.13]
			Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to assess knowledge of taxes [4.3.1]
7.8 (explain) Function of the Internal Revenue Service (IRS)	7.8.1 Name records which should be kept for income tax purposes.	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Records data [1.6.16]; communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Thinking	Knowing How to Learn

SECTION B: WORK AND FINANCIAL RESOURCE MANAGEMENT

Unit 8: Credit and Investment Resource Management

5 Class Periods

Terminology: Annual percentage rate, annual percentage yield, bankruptcy, collateral, credit, credit rating, credit worthiness, equity, finance charge, inflation, investment

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.1 (match) Terms related to credit and investment resource management		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
8.2 (list) Advantages and disadvantages of credit	8.2.1 Evaluate the advantages and disadvantages of credit.	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to credit [1.1.13]
			Reading	Draws conclusions from what is read [1.3.12]; follows written directions [1.3.13]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Decision Making	Demonstrates decision-making skills [4.2.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.3 (name) Sources and types of credit	8.3.1 Determine the cost of interest for various types of credit.	Foundation	Arithmetic/ Mathematics	Calculates dollar amount [1.1.7]
			Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]; analyzes and applies what has been read to specific task [1.3.2]
			Writing	Writes appropriate entries [1.6.22]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.5 (explain) Benefits of establishing and maintaining a good credit rating	8.5.1 Analyze situations that affect credit ratings.	Foundation	Reading	Draws conclusions from what is read [1.3.12]; follows written directions [1.3.13]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
8.6 (describe) Signs of credit overload and sources of help		Foundation	Arithmetic/ Mathematics	Expresses mathematical ideas and concepts orally and in writing [1.1.23]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Summarizes written information [1.6.17]

8.7 (state) Ways to obtain a loan		Foundation	Reading Writing	Comprehends written information for main ideas [1.3.7] Presents answers/conclusions in a clear and understandable form [1.6.13]
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.8 (discuss) Renting to own	8.8.1 Calculate costs associated with renting to own.	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to renting to own [1.1.13]; applies a mathematical formula to solve a problem [1.1.3]
			Listening	Listens for long-term contexts [1.2.7]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]; follows written directions [1.3.13]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.10 (name) Factors which affect investment decisions		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to investments [1.1.13]
			Reading	Draws conclusions from what is read [1.3.12]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Decision Making	Considers risks when making a decision [4.2.3]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
8.11 (describe) Types of investments	8.11.1 Assess knowledge of types of investments.	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to investments [1.1.13]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Records data [1.6.16]; presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

SECTION B: WORK AND FINANCIAL RESOURCE MANAGEMENT

Unit 9: Consumer Resource Management

5 Class Periods

Terminology: Advertising, barter, comparison shopping, consumer, contract, impulse buying, products, sales, services, warranty

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.1 (match) Terms related to consumer resource management		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
9.2 (name) Consumer rights and responsibilities		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to ecology (consumers/producers) [1.4.14]
			Writing	Writes appropriate entries [1.6.22]

<p>9.3 (list) Factors which influence consumer spending</p>		<p>Foundation</p>	<p>Arithmetic/ Mathematics</p> <p>Reading</p> <p>Science</p> <p>Writing</p>	<p>Comprehends mathematical ideas and concepts related to consumer spending [1.1.13]</p> <p>Determines what information is needed [1.3.10]</p> <p>Describes/Explains scientific principles related to ecology (consumers/producers) [1.4.14]</p> <p>Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]</p>
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.4 (discuss) Advertising and its functions	9.4.1 Analyze various types of advertisements.	Foundation Interpersonal Thinking	Listening Reading Science Writing Teamwork Reasoning	Receives and interprets verbal messages [1.2.8] Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]; analyzes and applies what has been read to specific task [1.3.2] Describes/Explains scientific principles related to ecology (consumers/producers) [1.4.14] Analyzes data, summarizes results, and makes conclusions [1.6.2] Contributes to group with ideas, suggestions, and effort [2.6.2] Sees relationship between two or more ideas, objects, or situations [4.5.5]

<p>9.5 (state) Sources of consumer information</p>	<p>9.5.1 Explore product-rating consumer magazines for product comparison information.</p>	<p>Foundation Thinking</p>	<p>Reading Writing Knowing How to Learn</p>	<p>Determines what information is needed [1.3.10]; adjusts reading strategy to purpose and type of reading (skimming and scanning) [1.3.1] Records data [1.6.16] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]</p>
<p>9.6 (explain) Resources which can assist the consumer</p>		<p>Foundation Thinking</p>	<p>Reading Science Writing Knowing How to Learn</p>	<p>Determines what information is needed [1.3.10] Describes/Explains scientific principles related to ecology (consumers/producers) [1.4.14] Records data [1.6.16] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]</p>

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.7 (discuss) Purposes of warranties and contracts	9.7.1 Analyze a warranty and a contract.	Foundation	Arithmetic/ Mathematics	Interprets charts, tables, graphs, and working drawings [1.1.25]
			Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]; analyzes and applies what has been read to specific task [1.3.2]
			Science	Describes/Explains scientific principles related to ecology (consumers/producers) [1.4.14]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.9 (give) Steps to follow in solving consumer problems	9.9.1 Write a letter of complaint.	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]; follows written directions [1.3.13]
			Science	Describes/Explains scientific principles related to ecology (consumers/producers) [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]; evaluates written information for appropriateness/content/clarity [1.6.9]
		Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]

SECTION C: TIME, MATERIAL, AND HUMAN SERVICES RESOURCE MANAGEMENT

Unit 10 : Time Management

5 Class Periods

Terminology: Hobbies, leisure time, long-term recreation, procrastinate, short-term recreation, opportunity costs, vacation

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.1 (match) Terms related to time management		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.2 (give) Advantages of time management		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to time management [1.1.13]
			Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.5 (explain) Importance of valuing the time of others		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
10.6 (name) Factors which influence the use of leisure time		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Writes logical and understandable sentences [1.6.23]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.8 (discuss) Recreational interests and hobbies	10.8.1 Explore personal recreational interests and hobbies.	Foundation	Listening Reading Speaking Writing	Receives and interprets verbal messages [1.2.8] Comprehends written information for main ideas [1.3.7] Organizes ideas and communicates oral messages to listeners [1.5.7] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]

SECTION C: TIME, MATERIAL, AND HUMAN SERVICES RESOURCE MANAGEMENT

Unit 11: Material and Human Services Resource Management

15 Class Periods

Terminology: Carpool, closing costs, convenience foods, dietary guidelines, down payment, fads, fashion, food groups, food products nutrition label, health maintenance

organization, health care providers, human services, lease, menu plan, mortgage loan, nutrients, options, primary care physician, public transportation, security deposit, title, U.S. RDA, wardrobe

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.1 (match) Terms related to material resource management		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.2 (discuss) Resources available to use when making food and nutrition decisions	11.2.1 Categorize foods according to groups in the Food Guide Pyramid.	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]; follows written directions [1.3.13]
			Science	Describes/Explains scientific principles related to ecology (consumers/producers) [1.4.14]
			Speaking	Communicates a thought, idea, or fact in a spoken form [1.5.5]
			Writing	Writes logical and understandable sentences [1.6.23]; organizes information into an appropriate format [1.6.10]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.4 (explain) Resources available to use when making clothing decisions	11.4.1 Compare places to purchase clothing.	Foundation	Arithmetic/ Mathematics	Applies mathematical principles related to shopping skills [1.1.4]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]; follows written directions [1.3.13]
			Science	Describes/Explains scientific principles related to ecology (consumers/producers) [1.4.14]
			Writing	Writes logical and understandable sentences [1.6.23]; organizes information into an appropriate format [1.6.10]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.6 (state) Resources available to use when making housing decisions	11.6.1 Examine types of housing.	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to purchasing housing [1.1.13]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to ecology (consumers/producers) [1.4.14]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]
11.7 (explain) Management of housing resources		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to resource management [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]

<p>11.8 (describe) Resources available to use when making transportation decisions</p>		<p>Foundation</p>	<p>Reading Science Writing</p>	<p>Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to ecology (consumers/producers) [1.4.14] Summarizes written information [1.6.17]</p>
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.9 (discuss) Management of transportation resources	11.9.1 Determine costs associated with automobile ownership.	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real world situations [1.1.1]
			Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; organizes information into an appropriate format [1.6.10]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.11 (discuss) Management of human services		Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real world situations [1.1.1]
			Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6];
		Personal Management	Integrity /Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]
			Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]

SECTION D: RESOURCE MANAGEMENT ISSUES

Unit 12: Natural Resource Management

5 Class Periods

Terminology: Acid rain, biodegradable, conservation, depletion, ecology, greenhouse effect, hazardous waste, nonrenewable resources, ozone pollution, precycle, recycle, renewable resources

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
12.1 (match) Terms related to natural resource management		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
12.2 (state) Types of natural resources	12.2.1 Differentiate between renewable and nonrenewable resources.	Foundation Thinking	Reading Science Writing Knowing How to Learn	Identifies relevant details, facts, and specifications [1.3.16]; follows written directions [1.3.13] Records data related to natural resources [1.4.22] Organizes information into an appropriate format [1.6.10] Applies new knowledge and skills to differentiate between renewable and nonrenewable resources [4.3.1]

<p>12.3 (discuss) Importance of managing natural resources wisely</p>		<p>Foundation</p>	<p>Listening Reading Science Speaking Writing</p>	<p>Listens for conversation [1.2.4] Comprehends written information for main ideas [1.3.7] Analyzes environment issues (ecology, pollution, waste management) [1.4.2] Organizes ideas and communicates oral messages to listeners [1.5.7] Presents answers/conclusions in a clear and understandable form [1.6.13]</p>
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
12.4 (state) Current and future environmental concerns affecting natural resources	12.4.1 Describe current and future environmental concerns.	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]; follows written directions [1.3.13]
			Science	Analyzes environmental issues (ecology, pollution, waste management) [1.4.2]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Seeing Things in the Mind's Eye	Uses senses to perceive future environmental concerns [4.6.5]

<p>12.5 (explain) Ways to solve environmental problems</p>	<p>12.5.1 Develop a plan to solve local environmental problems.</p>	<p>Foundation</p> <p>Interpersonal</p> <p>Thinking</p>	<p>Listening</p> <p>Reading</p> <p>Science</p> <p>Speaking</p> <p>Writing</p> <p>Teamwork</p> <p>Creative Thinking</p> <p>Problem Solving</p>	<p>Listens for long-term contexts [1.2.7]</p> <p>Comprehends written information and applies it to a task [1.3.8]</p> <p>Analyzes environmental issues (ecology, pollution, waste management) [1.4.2]</p> <p>Participates in conversation, discussion, and group presentations [1.5.8]</p> <p>Presents answers/conclusions in a clear and understandable form [1.6.13]; organizes information into an appropriate format [1.6.10]</p> <p>Works effectively with others to reach a common goal [2.6.6]</p> <p>Uses imagination to create something new [4.1.1]</p> <p>Devises and implements a plan of action to resolve problem [4.4.3]</p>
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SECTION D: RESOURCE MANAGEMENT ISSUES

Unit 13: Technology as a Resource

5 Class Periods

Terminology: Technology

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
13.1 (match) Terms related to technology as a resource		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
13.2 (discuss) Technology as a resource		Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Summarizes written information [1.6.17]

VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
13.4 (name) Ways technology assists an individual in making choices		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
13.5 (describe) Positive and negative impact of technology	13.5.1 Examine ethical questions which arise in dealing with technology.	Foundation	Reading	Draws conclusions from what is read [1.3.12]; analyzes and applies what has been read to specific task [1.3.2]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]

<p>13.6 (discuss) Resources for managing technology</p>		<p>Foundation</p>	<p>Listening Reading Science Speaking Writing</p>	<p>Receives and interprets verbal messages [1.2.8] Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to technology [1.4.14] Organizes ideas and communicates oral messages to listeners [1.5.7] Presents answers/conclusions in a clear and understandable form [1.6.13]</p>
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VOCATIONAL and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
13.7 (list) Computer applications in personal resource management		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to computer use in resource management [1.1.13]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Records data related to computer use [1.4.22]
			Writing	Summarizes written information [1.6.17]

